



## Holly Springs Elementary

120 Holly Springs Rd  
Pickens, SC 29671

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	224 Students	
<b>Principal</b>	Donna Harden	864-898-5590
<b>Superintendent</b>	Dr. Henry Hunt	864-855-8150
<b>Board Chair</b>	Jim Shelton	864-836-8465

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent*</b>
2008	Good	Average
2007	Good	Average
2006	Good	Below Average
2005	Good	Below Average

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

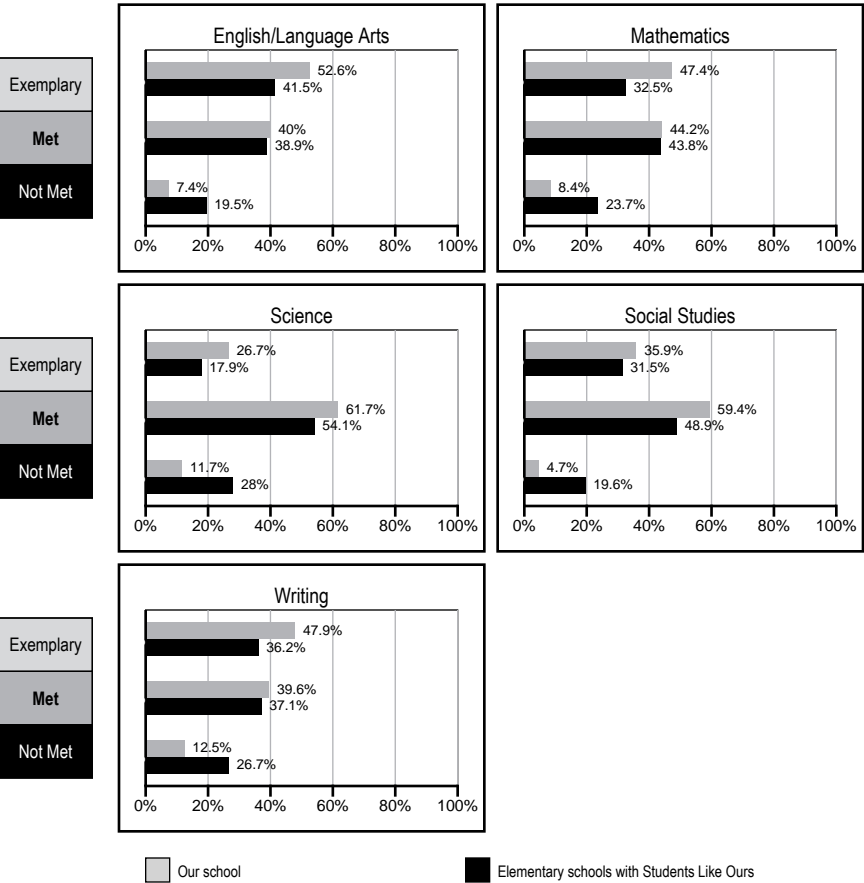
98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
11	28	50	1	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=224)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Down from 5.9%	1.8%	1.9%
Attendance rate	96.7%	Down from 97.0%	96.2%	96.3%
Eligible for gifted and talented	17.9%	Down from 19.4%	12.2%	10.0%
With disabilities other than speech	5.6%	Up from 1.8%	7.8%	7.7%
Older than usual for grade	0.0%	Down from 0.6%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	70.6%	Up from 66.7%	58.1%	59.4%
Continuing contract teachers	94.1%	Down from 94.4%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.2%	Up from 90.8%	87.5%	85.9%
Teacher attendance rate	97.9%	Up from 95.3%	95.3%	95.1%
Average teacher salary*	\$48,934	Up 1.4%	\$46,773	\$47,149
Professional development days/teacher	14.7 days	Down from 23.3 days	11.1 days	11.1 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 17.1 to 1	19.1 to 1	18.8 to 1
Prime instructional time	93.8%	Up from 91.0%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,756	Up 13.5%	\$6,927	\$7,458
Percent of expenditures for instruction**	56.2%	Down from 57.6%	69.8%	68.8%
Percent of expenditures for teacher salaries**	50.4%	Down from 53.1%	64.6%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Holly Springs Elementary School is located in the rural, mountainous northern section of Pickens County. We serve students in grades K4 through fifth. We are a child-centered "community" school with the motto "The Small School with the Big Heart," indicative of the emphasis we place on the welfare of our wonderful student population. With the help of our PTO and community, we provide excellent instruction in a warm and inviting atmosphere.

We are very proud of the accomplishments of our students and staff. We were Scholastic Book Fairs Kids Are Authors national winners for five years in a row. We have won first place on three occasions and received an honorable mention two years. No other school in the nation has ever won the award more than once. Another national award was won in 2004 for the Pizza Hut "Book It" contest. Our fifth grade class competed nationally and won \$20,000.00 for our school library along with a Nickelodeon celebration for the entire school. For the past eleven years, we have had students receive gold and silver awards at the district level science fair. We are certified as a "Schoolyard Habitat" by the National Wildlife Federation and received a "Carolina Fence Garden" certification from the South Carolina Wildlife Federation. A community garden club helps maintain the grounds. Holly Springs Elementary has a very effective guidance program that promotes service learning in our students. Our guidance counselor was named "South Carolina Counselor of the Year" in 2000.

Numerous certified staff members hold higher degrees, including the doctoral level. Our media specialist is a Fulbright Memorial Fund Scholarship winner for 2002-2003. The Fulbright Memorial Fund named one second grade teacher a Master Teacher for 2003-2004. One kindergarten teacher serves on the State Early Childhood Advisory Board and is listed in "Who's Who Among America's Teachers."

Our "Around the World Day", Nursery Rhyme Program, Fairy Tale Plays, Thanksgiving Feast, Fall Festival, Heritage Fair, Spring Fling, Talent Show, Reading Celebration, Family Fun Nights and Fifth Grade Celebration involve the entire community. With the addition of the Young Appalachian Musicians Program, our school and community relations have grown to a new level. Beginning in January of 2008, students participated in music lessons learning how to play traditional blue grass music. This program has now been expanded into Pickens Middle School as well as into three other neighboring elementary schools and is gaining state-wide and national attention.

We were named Palmetto Silver Award Winner in 2002, 2003 and 2007 for outstanding improvement on the PACT Test and Palmetto Gold in 2004 and 2008. Holly Springs was also recognized by the Education Oversight Committee for closing the achievement gap where our free/reduced target group, at or above the 90th percentile, scored Basic or higher on the PACT test for seven consecutive years. Grants awarded by EIA to Holly Springs include \$4,000.00 for second grade literature support for Around the World Day and \$6,000.00 for fifth graders to experience the low country of our state. We have also been awarded two SC Humanities Council Grants for 2005-06 and 2006-07. In 2006 we received the Red Carpet Award for having a family-friendly school environment and providing excellent customer service.

Holly Springs is a wonderful place for children to learn!

Donna Harden, Principal

Len Newman, Chairperson, School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	37	29
Percent satisfied with learning environment	100.0%	100.0%	92.9%
Percent satisfied with social and physical environment	100.0%	100.0%	92.9%
Percent satisfied with school-home relations	100.0%	100.0%	88.5%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	101	100	7.4	40	52.6	96.8	87.9	82.8	Yes	Yes
<b>Gender</b>										
Male	41	100	10.3	38.5	51.3	94.9	85.3	79.3	N/A	N/A
Female	60	100	5.4	41.1	53.6	98.2	90.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	98	100	7.6	40.2	52.2	96.7	89.1	89.5	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	78.6	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.6	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	60.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	61	100	5.5	49.1	45.5	98.2	81.2	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	101	100	8.4	44.2	47.4	95.8	83.8	78.9	Yes	Yes
<b>Gender</b>										
Male	41	100	5.1	43.6	51.3	97.4	82.3	77	N/A	N/A
Female	60	100	10.7	44.6	44.6	94.6	85.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	98	100	8.7	43.5	47.8	95.7	85.6	87.2	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	67.7	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.1	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	52.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	61	100	7.3	49.1	43.6	98.2	75.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	64	100	11.7	61.7	26.7	88.3	76.8	67.5
<b>Gender</b>								
Male	25	100	4.2	66.7	29.2	95.8	76.3	67
Female	39	100	16.7	58.3	25	83.3	77.4	68
<b>Racial/Ethnic Group</b>								
White	62	100	12.1	62.1	25.9	87.9	79.2	79.5
African American	1	I/S	I/S	I/S	I/S	I/S	58.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.1	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	45	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.8	59.6
<b>Socio-Economic Status</b>								
Subsided meals	40	100	16.7	58.3	25	83.3	67.4	55.1

**Social Studies**

All Students	67	100	4.7	59.4	35.9	95.3	78.8	72.3
<b>Gender</b>								
Male	29	100	3.7	44.4	51.9	96.3	78.5	71.5
Female	38	100	5.4	70.3	24.3	94.6	79.2	73.2
<b>Racial/Ethnic Group</b>								
White	64	100	4.9	59	36.1	95.1	80	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	68.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	72.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	49.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.8	67.9
<b>Socio-Economic Status</b>								
Subsided meals	39	100	N/AV	N/AV	N/AV	100	69.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	102	100	12.5	39.6	47.9	87.5	78.9	70.2	96.7	96.5
Gender										
Male	42	100	12.8	41	46.2	87.2	72.2	63.2	96.8	96.4
Female	60	100	12.3	38.6	49.1	87.7	86.1	77.5	96.6	96.5
Racial/Ethnic Group										
White	99	100	12.9	39.8	47.3	87.1	80.6	79.1	96.7	96.4
African American	2	I/S	I/S	I/S	I/S	I/S	65.8	57.6	96.3	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.2	86.2	99.2	98
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	62.6	N/A	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	68.7	N/A	96.2
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	33.3	26.1	97	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.4	61.2	95.6	97.7
Socio-Economic Status										
Subsidized meals	55	100	15.7	43.1	41.2	84.3	67.9	58.9	96.4	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	32	100	10.3	37.9	51.7	89.7
	4	30	100	10.3	31	58.6	89.7
	5	39	100	2.7	48.6	48.6	97.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	32	100	17.2	44.8	37.9	82.8
	4	30	100	6.9	55.2	37.9	93.1
	5	39	100	2.7	35.1	62.2	97.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	14	100	25	58.3	16.7	75
	4	30	100	10.3	69	20.7	89.7
	5	20	100	5.3	52.6	42.1	94.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	18	100	11.8	47.1	41.2	88.2
	4	30	100	N/AV	N/AV	N/AV	100
	5	19	100	5.6	66.7	27.8	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	34	100	26.7	40	33.3	73.3
	4	30	100	6.9	37.9	55.2	93.1
	5	38	100	5.4	40.5	54.1	94.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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